

MASTERING THE ART OF CLASSROOM MANAGEMENT: STRATEGIES FOR AN ENGAGED AND RESPECTFUL LEARNING ENVIRONMENT

by:

Jonalyn L. De Guzman

Teacher III, Bonifacio Camacho National High School

Respect is not something that is taught in the classroom, but rather lived every day. The clear expectations should be set on the first day of class, not in giving instructions but in establishing a climate of trust and respect for one another. Restorative methods can help solve disagreements peacefully and constructively, but positive reinforcement can steer pupils toward desired action. But the actual magic transpired in the interaction with the pupils. Handling the classroom and navigating through the class is where her strength lies.

Classroom management, in terms of learning in a classroom, requires effective classroom management from the teaching professionals. Suitable strategies in keeping things in order, motivating people, and creating mutual respect make students confident enough to achieve academic success with good social relations. Effective tactics such as defined goals, connecting, proactive discipline, and active involvement can be designed by the teaching professional to create an atmosphere that is both delightful and inspirational.

Clearly defining procedures and expectations is a vital part of classroom management. Well-defined roles and regulations support students' growth in those settings. Teachers can establish behavioral and academic expectations at the beginning of the year as a way to ensure students understand the rules. Established routines, such as a well-organized transition or an assignment process, enhance attention and reduce

ambiguity. Strict adherence to these rules gives students a sense of safety and predictability.

More over, good teacher-learner relationships are of equal importance. Outcomes of one study indicate that students who have good relations with the teachers participate more and respect their class rules more often. The achievement of trust demands affectionate interactions, careful listening, as well as differentiated teaching accommodative to the students' diversity and individuality. Inclusiveness of all students has been fostered by such communication.

Controlling classroom dynamics requires proactive methods. With the help of collaborative activities or individualized instruction, early signs of disengagement in the students can be caught. Group projects, discussions, and hands-on exercises are involved to keep the concentration of the students and reduce interrupting through encouraging critical thinking. The fruits of energetic participants in education are well-behaved students and attentive students.

Since student participation is one of the primary principles of effective classroom management, facilitators may enhance student participation through participative teaching methods and provide student-centered opportunities to lead his or her learning process. Besides ensuring better outcomes in learning, activities on group tasks and discussion bring a sense of community into a school class.

In a nutshell, effective teaching in the classroom setting involves setting well-articulated goals, developing good relationship, applying proactive discipline as well as eliciting students in their own learning. This means it is not only the strategy of commanding those tiny individuals but also bases its theory on making a polite yet cooperation environment. Students hence become apt in communicating with their respective teachers on how to operate the skills.

References:

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2021). Evidence-based practices in classroom management: Considerations for research to practice. *Education and Treatment of Children*, 44(3), 221-247.

Weinstein, C. S. (2020). *Secondary Classroom Management: Lessons from Research and Practice*. McGraw-Hill Education.